

Job Profile and Working for Stockport

Stockport
team
ambition
respect

Stockport

to keep the people of Stockport at the heart of what we do.

Team

to succeed as a team, collaborating with colleagues and partners.

Ambition

to drive things forward with ambition, creativity and confidence.

Respect

to value and respect our colleagues, partners and customers.

Our Council

Our employees are our **greatest asset**. We're proud of the way we provide vital frontline services every day and work together, as **one team**.

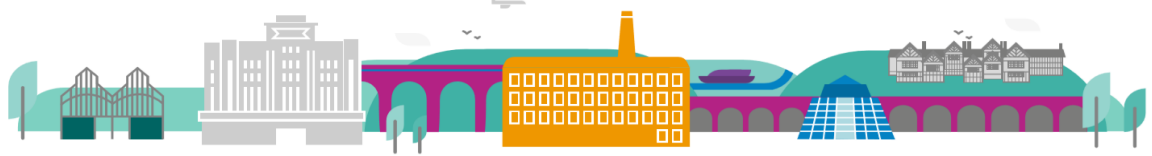
Our 4 **core values** as shown above, run through everything that we do, and we aim to stay **true** to them regardless of the challenges that we may face.

To **support** our values, we have policies, guidance and procedures around health, safety and welfare, customer care, emergency planning and security that all our **colleagues** are adhering and working to.

We also **pride** ourselves on our commitment to wellbeing and inclusivity of our colleagues and residents.

You can find out more about working for Stockport Council and some of the benefits that we offer our employees at <https://greater.jobs/locations/stockport/>





About the Job

Role:

Vision-Specialist Inclusion Practitioner

Service Area:

Childrens' services

Directorate:

Services to People - Childrens

Salary Grade:

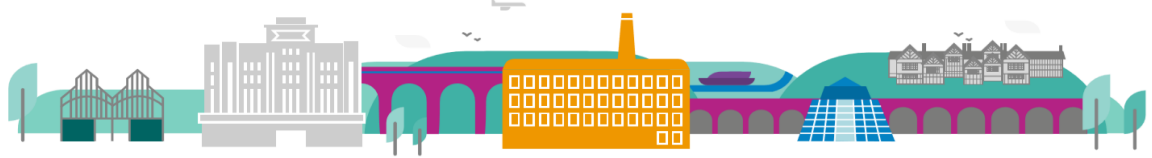
NJC scale 5

Main Purpose of the Job

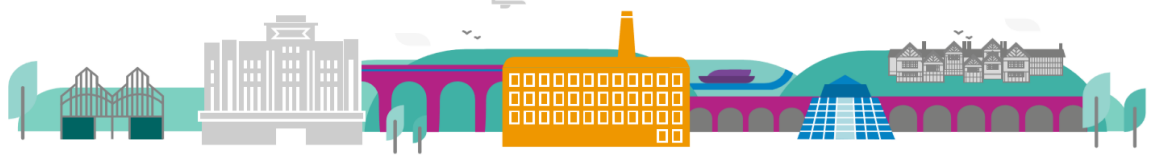
Vision-Specialist Inclusion Practitioners are employed by the Hearing and Vision Specialist Service **to support children and young people with vision impairment** mainly in educational settings, and at times home visits, on a peripatetic basis. They work to facilitate the best outcomes and the inclusion and development of children and young people who have vision impairment.

Key Responsibilities

1. Advance the learning and development of children/young people in a range of classroom settings by providing one to one or small group support, including working with individuals and small groups when the Specialist Teacher of Vision Impairment is not present.
2. Support Specialist Teachers of Vision Impairment and mainstream Teachers in evaluating progress.
3. Monitor the responses of children/young people to learning tasks and modify approach accordingly, giving constructive support to children/young people as they learn and encouraging independence.
4. Monitor the participation and progress of children and young people in their learning and development, providing feedback to teachers.
5. Learn and use Braille (training provided)
6. Contribute to maintaining and analysing records of progress.
7. Monitor and evaluate responses to learning activities through observation and planned recording of achievement, providing objective and accurate feedback and reports as required.
8. Contribute to and be involved in review meetings as appropriate.
9. Use clearly structured teaching and learning activities to interest and motivate children/young people and advance learning.
10. Administer and assess routine tests and invigilate exams/tests taking into consideration any access arrangements.
11. Ensure that teaching materials and resources are modified and that other strategies are in place, such as note-taking or braille.
12. Provide access to the specialist curriculum which may include Braille, mobility training, specialist ICT, touch typing and independent living skills, use of functional vision and concept formation.
13. Communicate effectively and sensitively with children/young people to support their learning and ensure their views are actively sought, considered and responded to.



14. Promote and support the wider inclusion of children/young people in their educational setting.
15. Work in close partnership as part of a team that will include wider Sensory Support Service staff, mainstream staff, parents/carers and colleagues from other agencies.
16. Liaise sensitively and effectively with parents or carers as agreed with the teacher within the remit of your responsibility.
17. Use positive emotional wellbeing and behaviour management strategies in line with each educational setting's policy and procedures.
18. Guide, where relevant, the work of other adults supporting teaching and learning for the child/young person with vision impairment in the classroom.
19. Recognise and respond effectively to equal opportunity issues as they arise, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures, also promoting awareness of vision impairment.
20. Organise and safely manage learning activities, physical teaching space and resources.
21. Assist with the maintenance and daily checking of any specialist equipment.
22. Enable children and young people to be included in learning by modifying the curriculum according to the needs of the child in line with guidance from the mainstream teachers and the Specialist Teacher of Vision Impairment.
23. Support and promote the social and emotional development and wellbeing of children and young people with vision impairment.
24. Provide appropriate feedback in relation to progress and achievement aimed at enhancing the child/young person's self-esteem and encouraging positive self-advocacy.
25. Support the use of technology, including specialist technology in learning activities and develop children/young people's competence and independence in its use.
26. Participate in all service activities, appropriate staff meetings, professional development and performance management programmes.
27. Liaise sensitively and effectively with parents or carers as agreed with the teacher within your responsibility.
28. Provide supervisory assistance at lunch and play times where needed.
29. Provide supervision and assistance with feeding where needed.
30. Assist children/young people with toileting and changing of soiled and/or wet clothing where needed.
31. Assist children/young people with changing and dressing where needed.
32. Work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary professional development needs will be taken into account.
33. Work positively and inclusively with colleagues and customers so that the Council provides a workplace to deliver a service that does not discriminate against people on the grounds of their age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief, sex, or sexual orientation.
34. Fulfill personal requirements, where appropriate, with regard to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council's priorities.



Additional Information

The responsibilities set out in this document, in the advert and any additional information are intended to provide a flavour of the work you will carry out. It is not possible to include everything you will be asked to undertake, and we expect all colleagues to work flexibly according to business needs and to enhance your own development. Your skills, abilities and training needs will be taken into account and discussed with you when any significant changes to your role are needed.

In the event of any further working from home guidance from the government you may be required to work from home for a proportion of your time or for any other reason, from any of the Council's sites across the borough.

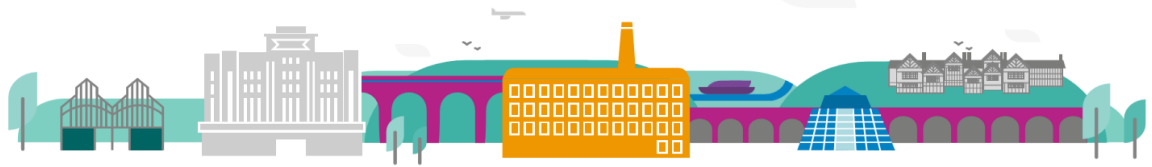
The Council is an inclusive employer and holds the Disability Confident and Armed Forces Covenant accreditations. If you have a disability, we will support you by implementing reasonable adjustments to enable you to perform your role.

About You

Please use your application to tell us how well you meet the criteria listed below as these are the key skills, experience, technical expertise and qualifications needed to be successful in the role.

Your application will be scored against the criteria below. We will then use all the information you provide in your application to help us decide whether you are shortlisted for interview. **Any interview questions or additional assessments will be broadly based on these criteria:**

- Experience working with children and young people particularly in educational settings. **Essential**
- Experience or interest in working children/young people with vision impairment. **Essential**
- Ability to understand the implications of vision impairment. **Essential**
- Ability to be flexible and adaptable, and to respond positively to changes, for example in daily work routines or during lessons with children/young people. **Essential**
- Braille UEB online Braille [Unified English Braille \(UEB\) | UEBOnline](#) commenced or completed **Desirable**
- Braille Level 1 or 2 **Desirable**
- Willingness to learn Braille (training provided): **Essential**
- Be able to enable children/young people with vision impairment to understand their vision impairment and its impact, supporting their social and emotional development and wellbeing **Essential**
- Ability and drive to actively seek the views of children and young people and respond to them.
- Ability to contribute to planning, report writing and implement individual learning programmes. **Essential**
- Ability to monitor and evaluate progress. **Essential**
- Ability and willingness to work at different key stages. **Essential**
- Ability to use IT/technology, including specialist technologies for vision impairment, and learn new IT skills to support learning. **Essential**
- Ability to organise time effectively, prioritising workload and meet deadlines. **Essential**
- Ability to work as part of a team. **Essential**
- Ability and willingness to use initiative, and to accept direction. **Essential**
- Ability to communicate effectively both verbally and in writing adapting style to suit the audience. **Essential**



- Ability to remain calm and self- controlled under pressure. **Essential**
- Highly literate and numerate 5 GCSE's A-C including English and Maths ,or equivalent. **Essential**
- Demonstrate understanding of responsibilities of a Specialist Teaching Assistant to safeguard children and young people. **Essential**
- Evidence of ongoing professional development. **Essential**
- Further training/qualifications which would support working with children. **Desirable**
- Willingness to undertake further training / professional development as required **Essential**
- Understand and actively supports Stockport Councils diversity and equality policy. **Essential**
- Meet Stockport Council's standard of attendance **Essential**
- Full driving licence with ability to travel between schools in the borough with use of car with business insurance for work. **Essential**

To work to the Council's values and behaviours by:

- Keeping the people of **Stockport** at the heart of what we do
- Succeeding as a **team**, collaborating with colleagues and partners
- Driving things forward with **ambition**, creativity and confidence.
- Showing value and **respect** to our colleagues, partners and customers.